

Self-regulation of learning and its relationship to implicit intelligence among female kindergarten students

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chapter one

Research problem:

Students at all levels of study suffer from general weakness in academic achievement, despite the fact that a large number of these students possess mental abilities that enable them to achieve educational goals and achieve reasonable and acceptable grades. The reason behind students' weakness and failure to achieve outstanding academic achievement may be due to the failure of the organization process. They have self (Kassab, 2015:1)

The successive rapid developments in various branches of knowledge obligate specialists in the field of education and psychology to reconsider the educational methods that suit this situation, especially with regard to strategies of self-organized education, as many educators practice methods that focus on memorization and indoctrination without informing students of how the process is carried out Organized learning and acquiring the scientific foundations of knowledge Rashwan The researchers attach great importance to the process of self-organized learning as it provides learners with opportunities to direct their efforts to acquire knowledge and skill, and this helps them to control their behavior and their learning environment. And that stereotyping in educational methods hinders the mental abilities that exist in each student, which needs rhythm and training in order to ignite and lead to the numbers of students who are distinguished in thought and capable of producing that needed by the comprehensive development of society (Nariman, 2003:10)

The heritage of research in the self-regulation of learning indicates that there is no agreement among researchers about the nature of self-regulation of learning in a particular field of study in academic performance. Blumenfeld assumed that the differences between academic disciplines in the content have important implications for the motivational trends used by students (Al-Husseinan, 2010: 5)

Hence, the problem of the current research is determined in an attempt to identify the self-regulation of learning and its relationship to implicit intelligence in order to try to develop a greater resistance to the influences and variables coming into our social system.

(Is there a relationship between self-regulation of learning and implicit intelligence among female kindergarten students)?

research importance:

Human resources are the most important wealth owned by any society, and the value of these resources is due to the achievements made by their members that lead to the

development and progress of this society. Therefore, societies seek to develop their members and prepare them to face life's pressures and problems through education. The actor in leading the society, its progress and assuming its responsibilities, which requires them to be able to assume this responsibility (Al-Fatlawi, 13:2011)

During the last two decades of the twentieth century, the greatest attention has been placed on students' self-organized learning as a product of the learning process and its facilitation.

The importance of self-regulation of learning has also increased because it leads to the processes that activate the cognitive and behavioral perceptions and the regularly confronting influences towards goal attainment and its maintenance (Zimmerman, 1989:336.)

The self-regulatory style aims to help the individual control his behavior when he has his own thoughts regarding appropriate or inappropriate behavior and chooses actions accordingly. Continuously, standards or goals for themselves and then compare them with their personal achievement to reach that standard or goal. Standards can push a person to work more seriously or to modify his behavior to reach the established standard. Some people's performance is better when performance standards are subjective, and several studies have shown Self-standards are no less effective in influencing performance than standards determined by others, as well as self-regulation increases the motivation of the individual to achieve the target behavior because he views himself as a human being able to control his behavior, so the individual learns how to self-regulate his behavior in the best way to generalize behavior and maintain Continuity, so he generalizes what happens in the situation of guidance to the situations of real life, so he no longer needs the guidance and supervision of others, but rather becomes self-reliant in Follow what he does by himself and this gives the soul a good feeling, because the person feels that he can control himself and increases his productivity and generates a feeling of self-satisfaction. Self-regulation is one of the main goals that education seeks to treat. What education is trying to achieve in the end is to help the student become a citizen Independent, self-reliant, self-directed and performing the correct performance. It is an economical method because it makes the guide responsible for guiding himself, thus shortening the necessary time and effort from the mentor, and highlights the mentor's responsibility for change.) It lasts for a longer period than the change that is attributed to the effort of the guide. The importance of self-regulation is not limited to psychology and education, but has expanded to other fields such as education, health, sports and to other professions (Dhafer, 2009 8:9.)

search limits:

Human limits: Kindergarten students.

Time limits: the academic year 2020-2021.

-Spatial boundaries: Al-Mustansiriya University / College of Basic Education / Kindergarten Department.

Theoretical frontiers: self-regulation of learning and implicit intelligence

Define terms:

First: self-regulation of learning, defined by:

1-(Bandura,1989)

The ability of the individual to regulate his behavior in a way that visualizes the results and explains the accompanying changes in the way of self-regulatory processes, and not only in a way between the stimulus and the response (Bandura, 1989:2)

2-Al-Zayyat, 1996)

•It is the individual's ability to regulate or self-control his behavior in relation to the environmental variables intertwined in the situation, that is, adapting his behavior, his cognitive structure, and his environmental cognitive processes in a mutual and interactive manner (Al-Zayyat, 1996: 365)

3-(Purdi, 2003)

The student's ability to set a goal, plan, keep records, monitor, recite, memorize, and seek social assistance⁴

4-(Issa, 2018)

It is the process that helps students manage their thoughts, behaviors, and actions in order to successfully navigate their educational experiences (Zimmeman, 2000:91)

Theoretical definition of self-regulation of learning:

The researcher adopted the definition of (Purdi 2003) as she adopted the scale to measure the self-regulation of learning among the female students of the kindergarten department.

Procedural definition of self-regulation of learning:

It is the degree obtained by the respondent through her answer on the scale of self-regulation of learning used in the current research.

Second: Implicit intelligence was defined by:

1-(Stepring 1985)

The set of structures and perceptions present in the minds of the general public about the nature of intelligence, which do not necessarily have a clear definition (Sternberg, 1985:607)

2-Dweck, 2000)

It is the implicit beliefs that individuals adopt about the nature of intelligence, as individuals represent two different theories of intelligence:

1-Entity (fixed) Implicit Intelligence:

It is represented by looking at intelligence as a fixed trait that cannot be modified or controlled, and the individual believes that what he possesses of intelligence is a predetermined destiny that cannot be developed and does not have enough ability and effort to develop it.

2-Abdel Fattah (2006)

It is those theories that relate to an individual's beliefs about the nature of intelligence, and the extent to which it is considered a trait that can be increased, developed, and improved through learning. (Abdel-Fattah, 2006:1)

3-Tayeh and Zaghloul, 2015)

An individual's beliefs related to his mental abilities (intelligence) in terms of whether it is fixed or variable (Ali, 2013: 13)

Theoretical definition of implicit intelligence: The researcher adopted Dweck's definition, 200 for its suitability to the research objectives

The procedural definition of implicit intelligence:

It is the degree obtained by the respondent through her answer on the implicit intelligence scale used in the current research.

Third: Kindergarten students:

They are the ones who have completed middle school and have been accepted into the kindergarten department, and a bachelor's degree in kindergarten is granted to them.

First, a theoretical framework

The first axis: self-regulation of learning

The emergence of the term self-regulation is mainly due to the writings of Bandura (1977) and Carver (1998), especially when Bandura talks about cognitive re-representation of goals and self-monitoring of behavior in the light of his social cognitive theory (Kruglanski et al, 2000:208.)

Self-organization is one of the important processes in remembering information that seems unconnected and understandable, because these processes help in organizing information, and self-organization, which is well exploited, is an effective target for recalling organized information. (Al-Atoum, 2008: 2004)

Self-regulation helps to achieve the individual's capabilities, control and control things, and the ability to think positively (Kenan, 59: 1995), and according to this, Bandura says in his social theory that people can regulate their behavior by interpreting the results they generate, by themselves. (Bandura, 392: 1976), Piaget's research contained the idea of self-regulation by talking about a biological tendency he called organizing, as well as the processes of assimilation and matching, through which he shows how to modify the child's behavior. Piaget explains that the child "through" the process of organizing,, rearranges his plans and merging them. (Abu-Ghazal, 138: 2006)

Theories that explain the self-regulation of learning:

Self-learning theories and models began in the early eighties of the twentieth century in efforts to clarify what the learner must do in order to succeed in learning (BOekaerts, Pintrich

First: the theory of what is not Pom and Asarono:

)Meichenbaum&Asarnow, 1979)

This theory deals with procedures on the basis of "cognitive and behavioral" principles: self-regulation of learning in his opinion works by self-instruction and "self-talk" and this method,/ is not limited to helping the academically experienced person (only but helps) who have general behavioral problems, Also, "What Wasn't Boom and his buddy" made five key points (combined between, self-regulation, and self-reinforcement) as a step to improve an individual method of learning that allows the individual the opportunity to feel confident in what he is capable of doing and these points are-:

A - Students who are self-organized use self-help methods such as self-questioning, self-monitoring, asking for help, and using aids.

b- The main focus of self-help methods is observational learning and self-learning and includes self-observation and self-evaluation.

C - Verbal discussions, which are a self-help method that allows the individual to use his cognitive processes.

D- The correlation of self-regulation of learning with planning and monitoring the cognitive and affective process that succeeds in accomplishing a school task and the results are better than when the student enjoys a degree of readiness and motivation and the quality of education in addition to ability.

C - The theory of self-control helps the individual who has behavioral problems by self-education and self-statements that allow the individual to direct himself through a problem without it getting out of control while encouraging the individual to talk to calm himself (Meichenbaum&Asarnow, 1979:1)

Second: Implicit intelligence:

An implicit individual theory of intelligence is important, especially in education, because the more students believe that their intelligence and abilities can be changed for the better, the better their academic performance will be than students who believe their intelligence is immutable.

Individuals view intelligence through two views. The first is what the individual possesses of a specific amount of intelligence as an innate ability that is difficult to change, and it is called implicit fixed intelligence. The second is that it considers intelligence as a skill that the individual possesses and is able to develop and develop through knowledge and learning, and it is called implicit variable intelligence. Implicit theories of intelligence affect teachers and students, in terms of issues related to achievement or learning goals, and the orientation of individuals about whether intelligence is fixed or variable, as well as motivation in the field of education, procedures, and academic performance. Implicit theories are based on the ideas in people's minds, can be learned through questions and inference, and are often discovered through behavior. Implicit theories are relative and differ from one individual to another, because what is perceived as gifted is based on certain values associated with a particular time, place and culture (Sternberg, 2000)

Dweck's Intelligence Implicit model.

The social cognitive trend in contemporary psychology during the past two decades has witnessed a clear trend in focus and increased interest in the topic of cognitive beliefs. Studies of social cognitive theory theorists have contributed to presenting multiple models of beliefs about knowledge, learning, intelligence and talent, and resulted in several variables: cognitive beliefs, learning concepts and theories. Theories Implicit, and all these variables reflect individuals' beliefs about knowledge, the learning process, intelligence and talent, not from a sensory or philosophical perspective, but from an individual and cognitive perspective (Schommer, 1998:552)

Psychological literature refers to the existence of two different types of theories related to the abilities of individuals: the first: the explicit theories of intelligence

(Intelligence of theories explicit), and the second: the implicit theories of intelligence (Intelligence of theories Implicit), where the explicit theories of intelligence refer to the set of perceptions and structures presented by experts And psychologists based on research and studies that were based on codified scientific tools, while implicit theories of intelligence refer to the beliefs and perceptions that exist in the minds of individuals about the nature of intelligence and do not necessarily have a clear definition for them, and these theories focus on the nature of beliefs that individuals may adopt about intelligence and their relationship Their behaviors, and these beliefs are expressed by the so-called implicit theory of intelligence (Sternberg, 1985:607-608). It represents a new concept presented by Dweck and her colleagues, and refers to "individuals' beliefs about the nature of intelligence" through the Motivation of Social-Cognitive Theory, and it has received a great deal of researchers' attention, as this theory focused research on the beliefs that It is represented by individuals about the nature of intelligence, and it was not concerned with studying the components of intelligence or mental processes (Dweck, 1986:1041)

Dweck (1986) sees that individuals' beliefs about the nature of their intelligence determine the method they use in dealing with learning and achievement situations, and affect the types of goals they adopt and the perseverance and effort they exert in achieving (Dweck, 1986:1041)

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